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FORTUNA By ENRIQUE PÉREZ ESCRICH and *ZARAGÜETA* By MIGUEL RAMOS CARRIÓN and VITAL AZA, Edited by Elijah Clarence Hills and Louise Reinhardt. D. C. Heath & Co. VIII+221 pp.

The present edition of these two attractive skits is frankly intended to sell well and be popular with high school students and college Freshmen. There is no learned introduction to terrify the timid. The two texts, short and easy as they are, have been still further abbreviated and simplified by the omission "of some words and sentences . . . because they were uninteresting and unimportant . . . [or] . . . because they were unusual, and therefore not adapted to elementary instruction." In addition certain words have been changed (the list given on page VIII is far from complete; e.g., p. 13, l. 4, *dartas* for *dabas*; p. 30. l. 19, *hubiera* for *hubiese*; p. 33, l. 3, *orilla* for *orillón*, but *orillón* unchanged p. 20, l. 11; p. 48, l. 27, *Debe ser* for *Debe de ser, et passim*). The omitted passages are very numerous, amounting to between 170 and 180 lines in the two pieces, and ranging in length from 15 lines down to the conjunction *y*. It cannot be said that the coherence or interest of either story or play is seriously impaired by them, and in some cases the action is speeded up or the necessity for an additional explanatory note is obviated. In others one is quite at a loss to find the motive for the cut. For example *mi (buena) madre*, p. 16, l. 11; *el silencio (religioso) de los campos*, p. 18, l. 22; *las turbias (y rugientes) aguas*, p. 28, l. 17; *en este mundo (todo) el que siembra recoge*, p. 38, l. 17; *Debe (de) estar gravísimo*, p. 48, l. 27, etc. The words in parentheses are omitted. Occasionally the sense of a particular passage is marred by the omission, e.g., p. 10, ll. 22-24, *Será algún cazador que vuelve del monte y habrá disparado la escopeta a la entrada del pueblo (para limpiarla)*. Omitting the last two words makes the hunter's action incomprehensible. Any one who has hunted with a muzzle-loading gun knows that on the way home and before reaching town, i.e., *a la entrada del pueblo*, one discharges his weapon so that he may be able to clean it safely. In some instances the cut evidently was made after vocabulary and exercises had been prepared, with results which may at times be slightly confusing; e.g., the text (p. 46, l. 26) has *¡Nos va a costar un dineral!* instead of the *nos va costando*, etc., of the original. The exercise based on this passage (p. 149) has *Continúese: me va costando un dineral (te va costando, etc.)* and the vocabulary under *costar* (p. 181) shows *nos va costando*; it is costing us. The change seems to have been unnecessary in the first place; it has altered slightly the meaning without simplifying the passage noticeably.

The whole question of altering texts so extensively as this is open to argument *pro* and *contra*. With the growing popularity

of Spanish in high schools and the natural desire of publishers to capture as large a part as possible of this profitable market, it is inevitable that pressure should be brought upon editors of texts to "make them easy." In the present instances little or no harm has been done, but one rather shrinks from contemplating the result of an application of the principle by less competent or less scrupulous editors.

The notes are very full and very satisfactory: p. 6, l. 30, might have a note explaining the subjunctive in *se atreviera*; p. 18, l. 31, *debe ser muy cerca* may confuse the student who has been taught that "*estar* is always used to indicate place"; p. 35, l. 2, *le haces fuego*, the first case of this use of the present indicative occurs on the preceding page, l. 32; p. 35, l. 13, *descerrajamos*, present indicative for the future; p. 52, l. 24, *que habrá*, the first example of this use of the future occurs in the stage directions on p. 41; p. 76, l. 10, *¡Aunque se hundiera la casa!* supply *no se despertaría*; p. 97, l. 1, *Los pondremos con arroz*, not to "stuff with rice" but "to cook with rice," i.e., the famous *paella*; p. 103, l. 18, *si lo sé, pongo*, the first example of this use of the present indicative in the condition contrary to fact occurs p. 82, l. 24; p. 110, l. 14, *Y que haya venido ese hombre* needs a note on the subjunctive in exclamations, a point not usually covered in elementary grammars.

The exercises are copious (32 pp.) and prepared with great care, in fact the best of the kind that I have seen. Each is divided into four parts: (1) a review of a grammatical point or two; (2) several idioms to learn and use in sentences; (3) a *cuestionario*, and (4) English sentences to be translated. Occasionally (1) takes the form of Spanish sentences containing errors which the students are to correct. My own impression is that these are of some value; other teachers hold the opinion that the student should not see bad Spanish if it can be avoided.

In the vocabulary the editors have adopted the plan of printing the definite article before each noun instead of the usual *m.* or *f.* after it. One is inclined to wonder if there is any real advantage in this. It breaks the perpendicular line on the page and probably slows up slightly the process of finding the right word. In the list of abbreviations (or somewhere else) should appear the explanation that the dash (—) indicates the repetition of the word but not the article (in the case of a noun), else the student may perhaps interpret the following: *el asiento* seat; *tomar* — take a seat, to mean that the expression is *tomar el asiento*.

The vocabulary seems to be very complete and in general very satisfactory. As has already been noted, owing to cuts, certain words appear in it which are not in the text, e.g., *escurrirse*. I have noted the following omissions or inconsistencies: *alianza* should have the additional meaning 'friendliness' (see p. 5, l. 4); the phrase *¿como ama?* should appear under *ama* instead of *amo* or

else the former should be omitted; under *camino*, me llama Dios por otro —is translated 'God calls me to another destination.' A literal translation of *por otro camino* would be better: God calls us all to the same destination, only the roads are different; *la centinela* should be *el or la centinela*; *escasamente*: the translation of the phrase *que — tendr a . . . edad*, which is given here, is lost to the student because the word *escasamente* is cut out of the text (see p. 4, l. 14); *guarda* should have the meaning 'keeper' (see under *guardesa*), to distinguish *guarda* from *guardia*; *ner-vioso* should have the meaning 'strong' or 'vigorous' (see p. 7, l. 13); *orill n* is omitted (see p. 20, l. 11); *querer* should have the meaning 'try' (see p. 117, l. 19); *visita* should have the meaning 'round of visits (of a doctor)' (see p. 87, l. 1).

I have noticed the following misprints: p. 4, l. 20, for *muj* read *mujer*; p. 18, l. 32, the punctuation after *flaca* should be a comma; p. 40, last line, for *Epoca* read * poca* (capitals are accented in this edition); p. 43, l. 21, for *de* read *a*; p. 46, l. 12, ! missing after *Gregoria*; p. 49, l. 15, (*Lee*) this belongs in l. 19; p. 50, l. 18, speech of Indalecio should be given to Dolores; p. 50, l. 21, speech of Indalecio should be given to Dolores; p. 52, l. 6, for *la* read *lo*; p. 60, l. 23, for *ella* read *ellas*; p. 91, l. 28, !after *Dios*; p. 112, l. 7, insert *la de* before *la le era*; p. 120, l. 20, for *todo* read *toda*; p. 149, sentence 5 of D. for (*Estas*) read (* stas*); p. 152, last line, interrogation point before *Gracias* should be inverted; p. 170, col. 2, last line, for *overta* read *overtake*; p. 191, col. 1, l. 14, for *os* read *los*.

As will readily be gathered, these small defects do not make the book less useful.

A. L. OWEN

The University of Kansas

SPANISH LIFE—A Cultural Reader for the First Year. By PHILIP SCHUYLER ALLEN AND CARLOS CASTILLO, VIII+179 pages, Holt & Company, 1920.

The plan of the book is eminently practical. Taking as subjects such topics as *la casa, el a o, el teatro, en el parque, los animales dom sticos*, the authors have constructed for each a page or two of text, the main purpose of which appears to be to teach a simple practical vocabulary and the common constructions and expressions of every day life, and to give certain information in regard to Spanish manners, customs, and the like. The book is remarkably easy in style and vocabulary. It may or may not be a defect that attention is concentrated upon the present tense throughout. The use of other tenses, mainly the future and the present perfect, is only incidental and occasional. The pedagogical principle involved is sound but has it not been carried to an extreme?